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ABSTRACT

This bulletin reports the findings from a 1987 nationwide school survey of arts and humanities instruction conducted by Westat, Inc. for the National Endowment for the Arts (NEA) and the National Endowment for the Humanities. (The data are representative of approximately 15,250 operating school districts in the United States, 75% of which have student enrollments of under 2,500.) The survey covers the arts, including visual arts, music, dance, drama; and the humanities, including creative writing, history, foreign languages, and literature. The topics included in the survey are: (1) high school graduation requirements; (2) amount of instruction time at the elementary and junior high school levels; (3) course and program participation rates at the junior and senior high school levels; (4) use of teachers who specialize in the arts; (5) perceived teacher demand and shortage; and (6) requirements for secondary level history teacher. Survey methodology, data reliability, 6 graphs, 15 tables, and a copy of the Fast Response Survey System's (FRSS) arts and humanities survey are also included. (DJC)

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CENTER FOR EDUCATION STATISTICS

Bulletin

May 1988

Public School District Policies and Practices in Selected Aspects of Arts and Humanities Instruction

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This bulletin reports the findings of a spring 1987 survey performed under contract with Westat, Inc., for the Center for Education Statistics (CES), U.S. Department of Education, through its Fast Response Survey System (FRSS).[1] The survey was conducted for the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH) in connection with a Congressional requirement for studies on arts education and humanities education in the public schools.

The survey covered the arts, including visual arts, music, and "other arts" (dance, drama, creative writing), history, foreign languages, and literature. The following were among the topics included in the survey:

- High school graduation requirements;
- Instruction time at the elementary and junior high levels;
- Course and program participation rates at the junior and senior high levels;
- Use of teachers specializing in the arts;
- Perceived teacher demand and shortage; and
- Requirements for secondary level history teachers.

With regard to the arts, in 1985, the Council of Chief State School Officers (CCSSO) conducted a State-level study covering some of the same topics relating to arts instruction policies and practices. The CCSSO study grew out of the concern that "emphasis on excellence in education often has unnecessarily negative effects on

Elementary/Secondary
Statistics Division

[1] CES's Fast Response Survey System is a special service that, upon request, quickly obtains, from nationally representative samples, policy-relevant data from short surveys to meet the needs of U.S. Department of Education policy officials.

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the place of arts disciplines in the school curriculum."[2] The final report of this study, entitled *Arts, Education and the States,* recommended that "the arts be established as part of the core of learning, central to State and local educational agencies' curricular and program goals."[3] In the preface to this report it is noted that: "One cannot know and understand either the past or present without an appreciation of the arts. Neither can one relate intelligently to the culture of others without exposure to the arts of that culture."[4]

This district survey complements the CCSSO study and other recent studies done at the State level on arts instruction.[5] It should be kept in mind that this FRSS survey yields data representative of the approximately 15,250 operating school districts in the United States, 75 percent of which have student enrollments of under 2,500.[6] Data in all tables, except tables 8, 9, and 10, are weighted to represent school districts, and statistics reported represent district averages and percentage distributions.[7] Data in tables 8 and 9, which present information on the average percentage of students participating in selected programs and courses, have been weighted to represent student enrollment at the applicable grades. Data in table 10 have been weighted to represent the number of applicable schools.[8]

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[2]Hilda Smith, Scott Stoner, Melanie Isis, Harriet Lewis, *Arts, Education and the States: A Survey of State Education Policies*, Council of Chief State School Officers, Washington, D.C., September 1985, p. 7.

[3]*Arts, Education and the States*, p. 31.

[4]*Arts, Education and the States*, p. 4.

[5]Other recent national State-level surveys include the study done by Andrew Mills and Thompson D. Ross, *A National Survey of Arts Education, 1984-85*, National Art Education Association, Reston, Virginia, 1986.

[6]The sample is representative of operating school districts; excluded are special, vocational, regional and State districts and nonoperating districts.

[7]Throughout the text and in the figures of this report, the word "average" is used to refer to the arithmetic mean.

[8]The enrollment weighting was done by multiplying the district weight by an estimate of the total enrollment at the applicable grades. The school weighting was done by multiplying the district weight by the total number of schools at the applicable grades.

District Policies and Practices with Regard to Arts Instruction

Table 1 presents data on the percentage of districts (having schools at the applicable grade levels) that have selected characteristics related to the development of a competency-based arts curriculum for visual arts, music, and "other arts" (dance, drama, and creative writing).[9] These characteristics include:

- Curriculum guides that specify instructional goals in terms of student outcomes;
- District-wide competency tests required for promotion to the next school year;
- A list of recommended or required textbooks; and
- A curriculum coordinator or the equivalent who directs the program.

For the visual arts, 67 percent of the districts with elementary schools reported having adopted curriculum guides that specify instructional goals in terms of student outcome for the elementary level, 72 percent for the junior high level, and 74 percent for the senior high level.[10] For music, three-fourths (75 percent) of the districts had guides at each level.

Fewer districts had adopted guides for the other arts (dance, drama, and creative writing): 35 percent had adopted guides for the elementary level, 38 percent for the junior high level, and 50 percent for the senior high level.

District-wide competency tests for the arts, which were required for promotion to the next school grade, were used by very few districts at any level (4-7 percent). It should be noted that this finding does not imply that individual courses given in the arts are not competency-based, only that very few districts used district-wide tests required for promotion.

Districts' use of a list of required or recommended textbooks for visual arts ranged from 37 percent at the elementary level to 43 percent at the senior high level. For music, just over half had text lists for the elementary and junior high levels (54 percent and 53 percent respectively). At the senior high level, 46 percent had text lists. For other arts, the proportion having text lists ranged from 23 percent at the elementary level to 33 percent at the senior high level.

About half the districts had curriculum coordinators for visual arts (51-54 percent) and music (56 percent) at each level. For other arts, about one-third of the districts had coordinators, with percentages ranging from 30 percent at the elementary level to 38 percent at the senior high level.

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[9] All percentages relating to specific grade levels are expressed as a percentage of the districts that have schools covering the applicable grade level. For example, 3 percent of the districts have no elementary schools. These districts are not included in calculating the percentage of districts having a given characteristic for the elementary level.

[10] Because these estimates are based on a statistical sample, there may be differences between the responses of the sample and those that would result from a survey of the entire population. Standard errors for selected key statistics are included in table 15.

Changes in Arts Instruction in the Last 5 Years

In order to gain an indication of recent district trends in arts education, respondents were asked a series of general questions on changes in their districts over the last 5 years. One-half (50 percent) of the districts reported an increase in the percentage of the budget devoted to arts education, 9 percent reported a decrease, and 41 percent said that it had stayed the same (table 2).

A majority of districts (60 percent) reported that the amount of time devoted to arts education at the elementary level had stayed about the same (table 2). Only 6 percent reported a decrease, and 34 percent reported an increase.

At the senior high level, about half (52 percent) reported that the number of courses offered had stayed the same, 37 percent reported an increase, and 10 percent a decrease (table 3). With regard to arts enrollment at the senior high level, 40 percent indicated that enrollment had stayed about the same, 39 percent indicated that it had increased, and 21 percent that it had decreased.

Number of Credits Required for Graduation

In recent years, there has been increased emphasis on what has been known as the basic curriculum, and this has been accompanied by some increase in the specification of graduation requirements and in the total number of credits required for high school graduation.[11] The questionnaire asked for information on the number of credits required for graduation in 1981-82 and 1986-87 in the arts and also for social studies (with an emphasis on history). The requirements reflect the combined effect of State and school district requirements.

Credit Requirements for the Arts

Between 1981-82 and 1986-87, the proportion of districts having graduation requirements specifically in the arts (visual arts, music, or other arts) rose from 18 percent to 36 percent (figure 1 and table 4). In those districts having a requirement, 1 credit was typically required. The proportion of districts including arts as an option to fulfill a requirement (e.g., including arts as an option with other subjects, such as computer programming or foreign languages) also grew--from 13 percent in 1981-82 to 31 percent in 1986-87.

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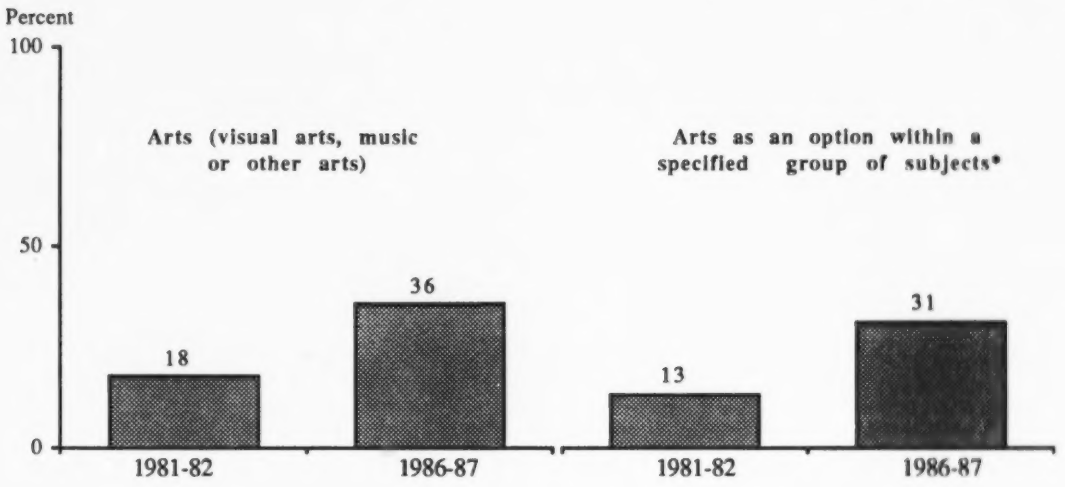
[11] U.S. Department of Education, Office of Educational Research and Improvement, Fast Response Survey System Bulletin, *Public High School Graduation Requirements*, September 1986.

Figure 1.--Percentage of districts having arts requirements for high school graduation in 1981-82 and 1986-87: 50 States and D.C., 1986-87



*Arts as an option refers to a requirement in which arts courses are one of several possible credit options used to fulfill a type of credit requirement (e.g., arts or foreign language or computer science).

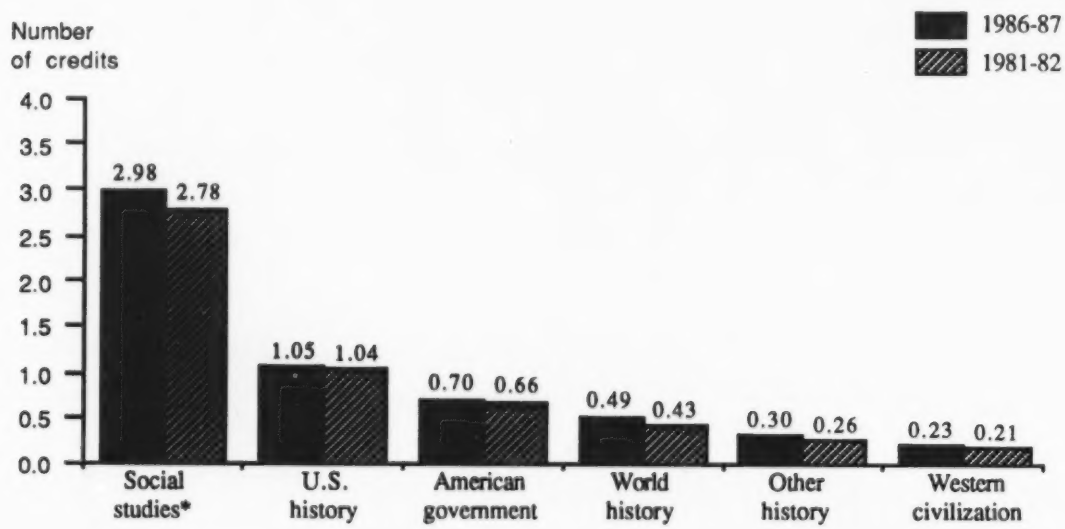
There were significant regional differences in the distribution of arts graduation requirements, with these requirements being most prevalent in the Northeast. All four regions, however, experienced some increase between 1981-82 and 1986-87 (table 5). During this time the proportion of districts requiring arts credits for graduation grew:

- From 29 percent to 60 percent in the Northeast;
- From 15 percent to 37 percent in the West;
- From 9 percent to 29 percent in the Southeast; and
- From 18 percent to 26 percent in the Central region.

Credit Requirements for Social Studies and History

The average number of credits required in social studies increased only very slightly, from 2.78 in 1981-82 to 2.98 in 1986-87 (figure 2 and table 4). In 1986-87, almost all districts (98 percent) had U.S. history requirements. Western civilization or European history was required in 25 percent of the districts, world history in 52 percent, and American Government or civics in 80 percent (table 4).

Figure 2.--Average number of social studies and history credits required for graduation in 1981-82 and 1986-87: 50 States and D.C., 1986-87



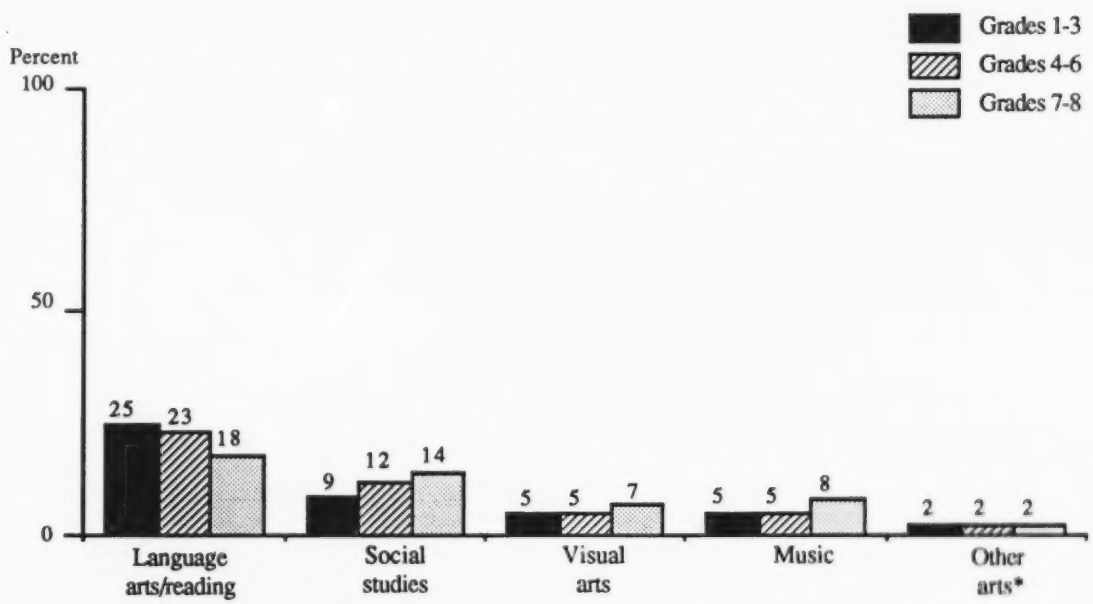
*Includes all history and other social studies courses.

Instruction Time at the Elementary and Junior High Levels

Average Time for the Arts

The National Art Education Association has recommended that elementary students have 100 minutes of visual arts education by a certified art teacher each week.[12] The districts reported an average of 74 minutes instruction time in grades 1-3 and 79 minutes in grades 4-6. For grades 7-8, the average rose to 118 minutes (table 6). Visual arts instruction averaged 5 percent of total instruction time in grades 1-3 and 4-6, and 7 percent in grades 7-8 (figure 3 and table 6).

Figure 3.--District average percentage of total instruction time devoted to selected subjects in elementary and junior high: 50 States and D.C., 1986-87



*Includes dance, drama, and creative writing.

[12] National Art Education Association, *Essentials of a Quality School Art Program*, 1966, as cited in George Hardiman, and Andra Johnson, "The Condition of Art Education," *Art Education*, vol. 36, Number 1, January 1983, p.24.

Average instruction times for music were: 76 minutes in grades 1-3; 84 minutes in grades 4-6; and 134 minutes in grades 7-8 (table 6). Music instruction constituted 5 percent of total instruction time in grades 1-3 and 4-6, and 8 percent in grades 7-8. Other arts, which included dance, drama, and creative writing, averaged 25 minutes in grades 1-3, 30 minutes in grades 4-6, and 51 minutes in grades 7-8, making up 2 percent of total instruction time.

Average Time for Social Studies and Language Arts

Average time allotted to social studies increased with instructional level, ranging from 148 minutes in grades 1-3 to 234 minutes in grades 7-8 (table 6). Social studies averaged 9 percent of total instruction time in grades 1-3 and rose to 14 percent in grades 7-8 (figure 3) . Average time for language arts decreased, ranging from 415 minutes in grades 1-3 to 3-4 minutes in grades 7-8 (table 6). In grades 1-3 and 4-6, large districts devoted proportionally more time to language arts than did small districts. For example, in grades 1-3, large districts averaged 34 percent of total instruction time devoted to language arts compared with 24 percent in small districts (table 6).

Percentage of Social Studies Time Spent on History, and Language Arts Time on Literature

Districts were also asked to estimate the percentage of social studies time devoted to history and the percentage of language arts time devoted to literature. The social studies time devoted to history increased with instructional level, from 27 percent in grades 1-3 to 55 percent in grades 7-8 (table 7). Language arts time devoted to literature increased from 27 percent in grades 1-3 to 41 percent in grades 7-8.

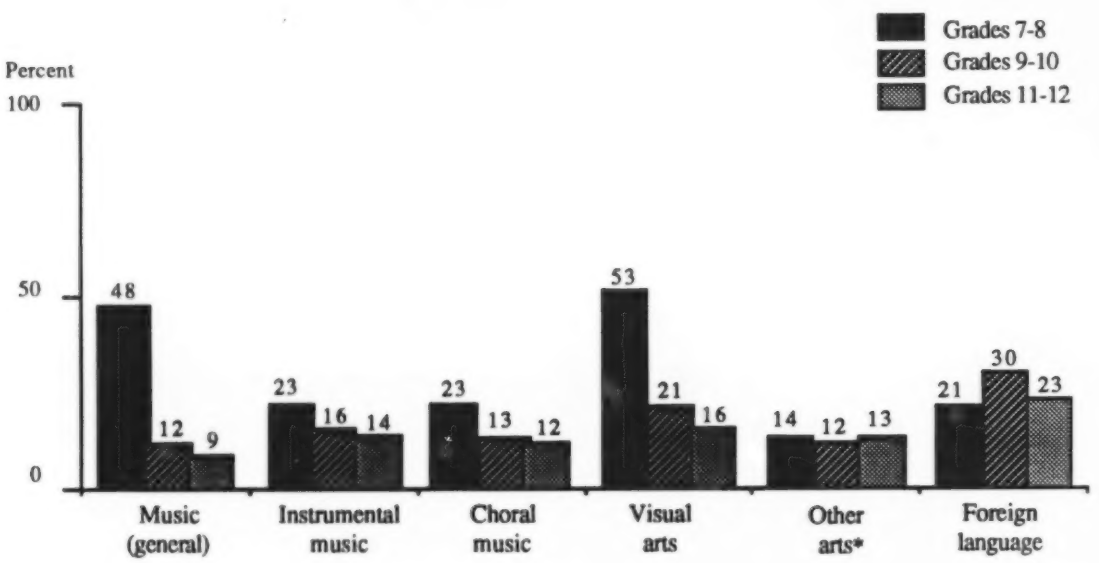
Participation in Art, Music, and Foreign Language Courses and Programs at the Junior and Senior High Level

Student exposure to art and music instruction is much more frequent at the junior high level than at the senior high level (figure 4 and table 8). An average of 48 percent of students were enrolled in music in grades 7-8, 12 percent in grades 9-10, and 9 percent in grades 11-12. Visual arts followed a similar pattern with the average enrollment decreasing from 53 percent in grades 7-8 to 16 percent in grades 11-12. Required schedules in grades 7-8 often include music and art for one semester each year, while high school graduation requirements in the arts, where they exist, typically require one credit over a 4-year period.

Instrumental music and choral music participation rates also decreased from junior high to senior high (figure 4 and table 8). Average instrumental music participation rates ranged from 23 percent in grades 7-8 to 14 percent in grades 11-12. Choral music ranged from 23 percent in grades 7-8 to 12 percent in grades 11-12. Small districts tended to have higher participation rates for instrumental music and choral music (table 8). For example, in grades 7-8, an average of 31 percent of students were enrolled in choral music in small districts compared with 18 percent in large districts.

Nationally, about one-fifth (21 percent) of students were enrolled in foreign languages at the junior high level (figure 4 and table 8). Enrollments increased in grades 9-10 to 30 percent, and fell to 23 percent in grades 11-12. Foreign language enrollment was highest in the Northeast, where the proportion of students enrolled averaged 49 percent in grades 7-8 and 47 percent in grades 9-10 (table 9).

Figure 4.--Average percentage of students participating in selected courses/programs: 50 States and D.C., 1986-87



Note.--Data in this figure have been weighted to reflect the estimated total number of students at the applicable grade. This was done by multiplying the district weight by an estimate of the total enrollment at the applicable grade. The estimation assumed equal distribution of enrollment throughout the grades covered by the district.

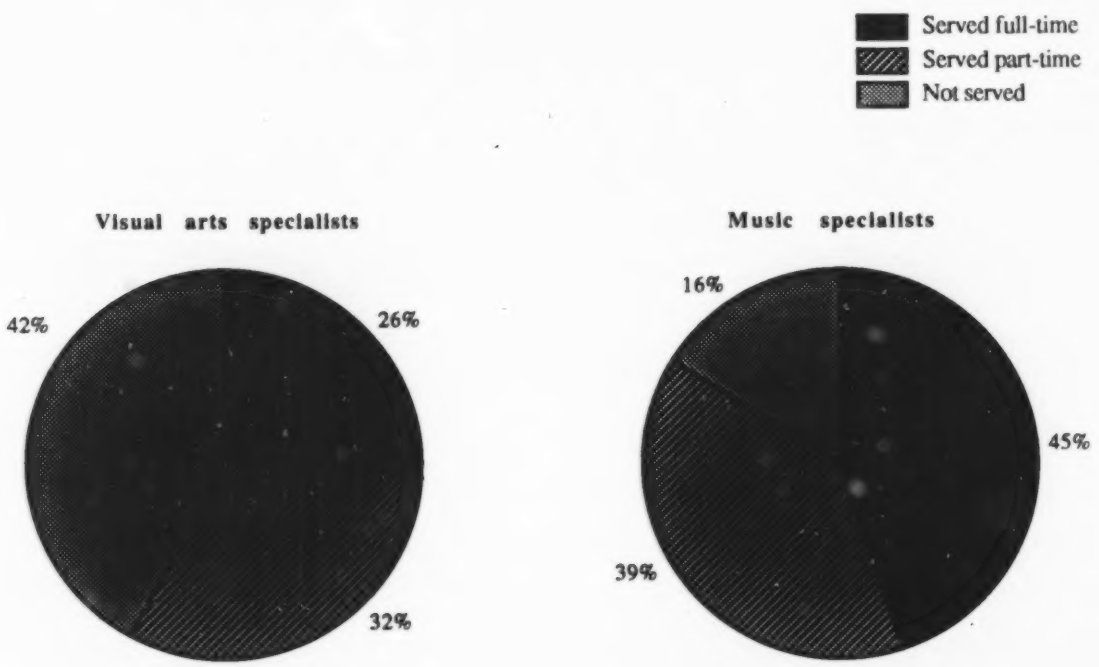
***Includes dance, drama, and creative writing.**

Service in Elementary Schools by Visual Arts and Music Specialists

Districts reported that only about one-quarter (26 percent) of their elementary schools were served full-time by a visual arts specialist, 32 percent were served part-time, and 42 percent were not served at all (figure 5 and table 10).[13] There were significant differences in the service by region. For example, in the West, the district average was 58 percent not served, compared with 15 percent not served in the Northeast (table 10).

The use of music specialists was more prevalent than the use of visual arts specialists (figure 5 and table 10). Forty-five percent of schools were served full-time compared with 26 percent served full-time for visual arts. For music, 39 percent were served part-time and 16 percent were not served at all. In the Northeast only 3 percent of schools were not served, compared with 19-21 percent not served in the other regions.

Figure 5.--Percentage of elementry schools served by visual arts and music specialists: 50 States and D.C., 1986-87



Note.--Data in this figure have been weighted to reflect the estimated total number of elementary schools. This was done by multiplying the district weight by the total number o. elementary schools in the district.

[13] The term "specialist" was not defined on the questionnaire.

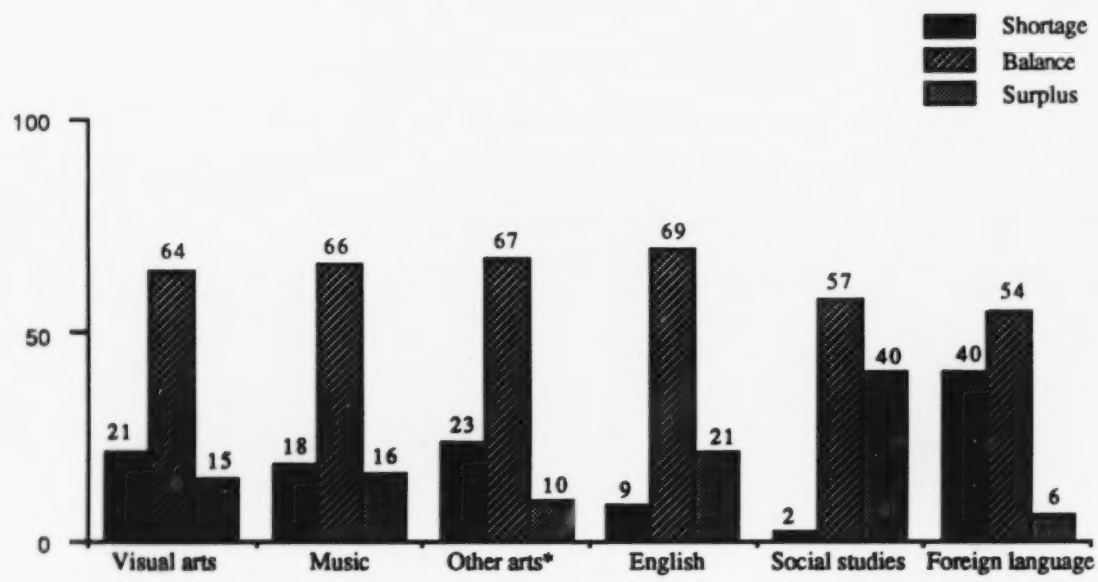
Teacher Surplus, Balance, and Shortage in Arts and Humanities Subjects

The questionnaire included a series of judgment questions on whether the districts had a surplus, balance, or shortage of teachers in:

- Visual arts;
- Music;
- Other arts;
- Foreign language;
- Social studies; and
- English.

The information yielded by these questions represents the opinions or perceptions of knowledgeable district personnel, rather than precise data obtained from records of applications. Most districts (between 54 and 69 percent) reported a balance between supply and demand for the differing subjects (tables 11 to 13 and figure 6).

Figure 6.--Percentage of districts indicating they had a shortage, balance, or surplus of teachers in selected fields: 50 States and D.C., 1986-87



*Includes dance, drama, and creative writing

Teacher shortages were most frequently reported for foreign languages (40 percent). About 20 percent of the districts reported shortages in arts-related subjects (21 percent for visual arts, 18 percent for music, and 23 percent for "other arts"). Shortages were least frequently reported in English (9 percent) and social studies (2 percent). Surpluses were most frequently reported for social studies (40 percent).

Specialization of History Instruction

In 41 percent of the districts, teachers of history were required to take more history courses than were other social studies teachers (table 14). Almost half (46 percent) of the districts had a State or district special history certification distinct from social studies. Districts in the Northeast least frequently reported having a special history certification (19 percent). On the average, districts reported that 36 percent of those teaching history taught only history courses.

Survey Methodology and Data Reliability

In late May 1987, questionnaires (see attached) were mailed to a national probability sample of 700 districts from a universe of approximately 15,250 operating districts. Telephone followup of nonrespondents was initiated in June, and data collection was completed in July with a response rate of 95 percent. The sampling frame used for the survey was the 1983-84 Common Core of Data Universe of Public School Systems.

The sample was stratified by enrollment size (less than 2,500; 2,500-9,999; 10,000 or more) and metropolitan status (urban, suburban, rural). The allocation of the sample to particular size and metropolitan status classes was made approximately in proportion to the aggregate of the square root of the average enrollment. Such an allocation is efficient for estimates of proportions as well as aggregate measures. Districts within a stratum were sampled with equal probability. The survey data were weighted to reflect these sampling rates (probabilities of selection) and were adjusted for nonresponse. Numbers in the tables and text have been rounded. Percentages and averages have been calculated based on the actual estimates rather than the rounded values.

The standard error is a measure of the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population around the estimate of a parameter for a given size samples. Standard errors can be used as a measure of the precision one should obtain from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the population parameter being estimated in about 95 percent of the samples. For example, for the percentage of districts having a credit requirement in the arts in 1987, the estimate for all districts is 35.66 and the standard error is 2.15. The 95 percent confidence interval for this statistic extends from 35.66 - (2.15 times 1.96) to 35.66 + (2.15 times 1.96), or from 31.45 to 39.87.

Estimates of standard errors for the sample were computed using a balanced half sampling technique known as balanced repeated replications. Estimated standard errors for some key statistics are included in table 15. Standard errors for statistics not included in these tables can be obtained upon request.

Since the estimates were obtained from a sample of districts, they are subject to sampling variability. Statements of comparison that are made in this report have been tested for statistical significance through a (typically) two-step procedure. First, where appropriate, analysis of variance and associated F tests were used on weighted data to test for the overall relationship between two variables. The procedure used (called "nassreg") applies weighted least squares to estimate the parameters of regression models based on data from surveys employing complex (i.e., non-simple random) sample designs. The sampling errors of the model

parameters are estimated by using the balanced repeated replication method to approximately reflect the effects of the sample design and any special weighting adjustments used in estimation. If the overall relationship was found to be significant at the .05 level, then specific comparisons made in this report have also been tested through a t-test at the .01 level. The .01 level of significance was chosen to compensate for the making of multiple comparisons. Unless noted otherwise, only comparisons meeting both criteria have been discussed in the text of this report.

Some of the variables used to classify districts are correlated. Two-way analysis of variance tests for interactions were done, testing for interaction between metropolitan status and region, and size and region. However, the sample size in this survey limits our ability to test interactions between size and metropolitan status and to understand the full multivariate nature of the responses by correlated classification variables.

Survey estimates are also subject to errors of reporting by respondents and errors made in the collection of data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and usually require that an experiment be conducted as part of the data collection procedures or the use of data external to the study.

Nonsampling errors may include such things as differences in the interpretation of the meaning of the questions by the respondents, differences related to the particular time the survey was conducted, or errors in data preparation. During the design of the survey and survey pretest, an effort was made to check for consistency of interpretation of the questions and to eliminate ambiguous items. The questionnaire was pretested with respondents like those who completed the survey, and the questionnaire and instructions were reviewed by CES, the Committee for Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers, and several other persons concerned with Federal and State policies on arts and humanities education. Manual and machine editing of the questionnaires was conducted to check for data accuracy and consistency, and extensive data retrieval was performed on missing or inconsistent items.

Data are presented for all districts and by the following district characteristics: district enrollment, metropolitan status, and region. Metropolitan status is defined as follows: urban districts are those in central cities within an MSA (Metropolitan Statistical Area); suburban districts are those within an MSA, but outside a central city; rural districts are all other or districts outside an MSA. Region classifications are those used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association. The Northeast includes districts in Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Central region includes districts in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The Southeast includes districts in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The West includes districts in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

The survey was performed under contract with Westat, Inc., using the Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Margaret Cahalan. Helen Ashwick was the CES Project Officer. Tongsoo Song and Betsy Faupel were the CES Survey Managers. The data requesters, who participated in the survey design and analyses, were Harold Horowitz of the National Endowment for the Arts and Jeffrey Thomas of the National Endowment for the Humanities. FRSS was established by CES to collect quickly, and with minimal burden on respondents, small quantities of data needed for education planning and policy.

For More Information

For information about this survey or the Fast Response Survey System, contact Helen Ashwick, Office of Educational Research and Improvement, Center for Education Statistics, 555 New Jersey Avenue, NW., Washington, D.C. 20208, telephone (202) 357-6325.

Table 1.--Percentage of districts having curriculum guides, competency tests, textbook lists, and curriculum coordinators in visual arts, music, and other arts at each school level: 50 States and D.C., 1986-87

District policy/ characteristic	Visual arts			Music			Other arts*		
	Elementary	Middle/ junior	Senior high	Elementary	Middle/ junior	Senior high	Elementary	Middle/ junior	Senior high
Curriculum guides that specify instructional goals in terms of student outcome have been adopted	67	72	74	75	75	75	35	38	50
District-wide competency tests are required for promotion to the next school grade	6	5	7	6	6	7	4	4	6
A list of recommended or required textbooks has been developed by district	37	41	43	54	53	46	23	28	33
A curriculum coordinator or the equivalent directs the program	51	52	54	56	56	56	30	35	38

*Other arts includes dance, drama, and creative writing.

Table 2.--Total number of districts, change in the percentage of district budget allotted to arts education, and in the percentage of time allotted to arts instruction at the elementary level in the last 5 years, by district characteristics: 50 States and D.C., 1986-87

District characteristic	Total number of districts*	Change in the last 5 years					
		Percentage of district budget allotted to arts education			Percentage of time allotted to arts instruction at the elementary level		
		Increased	Stayed about the same	Decreased	Increased	Stayed about the same	Decreased
		(Percentage of districts)					
All districts	15,242	50	41	9	34	60	6
Enrollment size							
Less than 2,500	11,506	51	42	8	36	59	6
2,500 to 9,999	2,969	49	41	9	28	65	7
10,000 or more	767	48	32	20	33	58	9
Metropolitan status							
Urban	341	36	45	19	41	48	11
Suburban	4,856	49	38	13	27	64	9
Rural	10,045	51	42	6	37	58	5
Geographic region							
Northeast	3,026	62	33	5	27	67	6
Central	5,945	44	50	6	31	62	7
Southeast	1,709	55	34	11	32	61	7
West	4,562	48	38	14	43	52	5

*These numbers reflect the total number of operating districts. Excluded are special, vocational, regional, State districts and non-operating districts with no enrollment. About 3 percent of the districts do not have any elementary schools, about 25 percent do not have junior high schools, and 19 percent do not have senior high schools. Districts answered questions only for those instructional levels covered within their district. However, those districts providing instruction for grades 7 to 8 in elementary schools answered applicable questions.

Note.--Percentages may not total to 100 because of rounding.

Table 3.--Change in number of courses offered, and enrollment in arts courses at the senior high level in the last 5 years, by district characteristics: 50 States and D.C., 1986-87

District characteristic	Change in last 5 years at senior high level					
	Number of arts courses offered			Enrollment in arts courses		
	Increased	Stayed about the same	Decreased	Increased	Stayed about the same	Decreased
	(Percentage of districts)					
All districts	37	52	10	39	40	21
Enrollment size						
Less than 2,500	36	55	9	37	42	21
2,500 to 9,999	42	47	11	47	34	18
10,000 or more	35	44	21	39	31	29
Metropolitan status						
Urban	24	45	32	21	52	27
Suburban	36	50	14	42	35	22
Rural	38	54	8	39	42	20
Geographic region						
Northeast	53	39	9	51	33	16
Central	27	63	10	30	46	24
Southeast	44	48	8	49	37	13
West	39	47	14	41	37	22

Note.--Percentages may not total to 100 because of rounding.

Table 4.--Percentage of districts having credit requirements and mean number of credits required in selected subjects for seniors graduating from high school in 1981-82 and 1986-87, by district size: 50 States and D.C., 1986-87

Subject and year	Percentage having credit requirement				Mean number of credits required[1]			
		Enrollment size				Enrollment size		
	All districts	Less than 2,500	2,500 to 9,999	10,000 or more	All districts	Less than 2,500	2,500 to 9,999	10,000 or more
All social studies								
1981-82	100	100	100	100	2.78	2.80	2.79	2.55
1986-87	100	100	100	100	2.98	2.97	3.02	2.85
U.S. history								
1981-82	98	98	97	100	1.04	1.05	1.06	0.98
1986-87	98	98	97	100	1.05	1.05	1.06	0.98
Western civilization/ European history								
1981-82	23	25	19	21	0.21	0.22	0.18	0.18
1986-87	25	25	24	24	0.23	0.23	0.22	0.22
World history								
1981-82	46	48	42	37	0.43	0.45	0.40	0.35
1986-87	52	52	52	52	0.49	0.49	0.49	0.48
American government/ civics								
1981-82	75	75	73	76	0.66	0.65	0.68	0.63
1986-87	80	80	78	86	0.70	0.70	0.71	0.68
Other history								
1981-82	30	30	28	31	0.26	0.26	0.26	0.25
1986-87	34	34	31	41	0.30	0.31	0.29	0.31
Arts (visual arts, music, or other arts)								
1981-82	18	18	19	18	0.19	0.19	0.19	0.17
1986-87	36	35	38	40	0.37	0.36	0.43	0.36
Arts as an option[2]								
1981-82	13	12	14	20	0.17	0.17	0.16	0.29
1986-87	31	26	42	39	0.40	0.35	0.53	0.54

[1]Includes those not having requirement as having "0" credits required.

[2]Arts as an option refers to a requirement in which courses in the arts are an option within a specified group of subjects that fulfill a requirement (e.g., arts or foreign language or computer science).

Table 5.--Percentage of districts having credit requirements and mean number of credits required in selected subjects for seniors graduating from high school in 1981-82 and 1986-87, by geographic region: 50 States and D.C., 1986-87

Subject and year	Percentage having credit requirement				Mean number of credits required[1]			
	Geographic region				Geographic region			
	Northeast	Central	Southeast	West	Northeast	Central	Southeast	West
All social studies								
1981-82	100	100	100	100	2.89	2.79	2.59	2.78
1986-87	100	100	100	100	3.08	2.98	2.84	2.97
U.S. history								
1981-82	98	98	94	99	1.23	1.05	0.95	1.03
1986-87	97	98	94	99	1.15	1.05	0.94	1.02
Western civilization								
1981-82	51	19	14	14	0.49	0.15	0.14	0.13
1986-87	54	22	18	12	0.51	0.19	0.17	0.11
World history								
1981-82	40	39	38	66	0.38	0.36	0.37	0.61
1986-87	43	43	48	78	0.41	0.39	0.47	0.71
American government/ civics								
1981-82	48	84	71	82	0.45	0.76	0.66	0.65
1986-87	53	89	79	88	0.50	0.79	0.72	0.69
Other history								
1981-82	23	30	32	35	0.24	0.26	0.28	0.26
1986-87	28	35	33	38	0.28	0.31	0.36	0.28
Arts (visual arts, music, or other arts)								
1981-82	29	18	9	15	0.28	0.19	0.09	0.17
1986-87	60	26	29	37	0.66	0.27	0.22	0.41
Arts as an option[2]								
1981-82	17	10	12	15	0.25	0.12	0.16	0.22
1986-87	40	20	31	40	0.53	0.26	0.38	0.53

[1]Includes those not having a requirement as having "0" credits required.

[2]Arts as an option refers to a requirement in which courses in the arts are an option within a specified group of subjects that fulfill a requirement (e.g., arts or foreign language or computer science).

Table 6.--Mean minutes per week and percentage of total instruction time devoted to selected subjects, by grade and district enrollment size: 50 States and D.C., 1986-87

Subject and grade	Mean minutes per week				Percentage of total instruction time			
		Enrollment size				Enrollment size		
	All districts	Less than 2,500	2,500 to 9,999	10,000 or more	All districts	Less than 2,500	2,500 to 9,999	10,000 or more
Visual arts								
Grades 1-3	74	76	66	68	5	5	4	4
Grades 4-6	79	80	75	75	5	5	5	5
Grades 7-8	118	114	128	142	7	7	8	9
Music								
Grades 1-3	76	78	69	73	5	5	4	5
Grades 4-6	84	87	74	77	5	5	5	5
Grades 7-8	134	133	132	148	8	8	8	9
Other arts								
Grades 1-3	25	26	22	25	2	2	1	2
Grades 4-6	30	31	25	34	2	2	2	2
Grades 7-8	51	49	52	73	2	2	1	2
Social studies								
Grades 1-3	148	151	138	150	9	9	9	9
Grades 4-6	192	194	180	195	12	12	11	12
Grades 7-8	234	233	234	251	14	14	14	15
Language arts/reading								
Grades 1-3	415	394	467	515	25	24	29	34
Grades 4-6	383	368	421	461	23	22	25	30
Grades 7-8	304	299	313	343	18	17	18	21
Total instruction time								
Grades 1-3	1,656	1,669	1,621	1,593	--	--	--	--
Grades 4-6	1,692	1,706	1,655	1,625	--	--	--	--
Grades 7-8	1,736	1,747	1,704	1,693	--	--	--	--

-- Not applicable.

Table 7.--Percentage of social studies time spent on history and the percentage of language arts/reading time spent on literature, by grade and district characteristics: 50 States and D.C., 1986-1987

District characteristic	Percentage of social studies time allotted to history			Percentage of language arts/reading time allotted to literature		
	Grades 1 - 3	Grades 4 - 6	Grades 7 - 8	Grades 1 - 3	Grades 4 - 6	Grades 7 - 8
All districts.....	27	43	55	27	34	41
District size						
Less than 2,500.....	26	42	54	27	34	40
2,500 to 9,999.....	30	46	56	27	35	42
10,000 or over	29	50	62	28	34	47
Metropolitan status						
Urban.....	29	48	58	25	33	39
Suburban.....	25	44	58	28	36	45
Rural.....	28	42	54	27	33	39
Geographic region						
Northeast.....	28	47	61	27	37	47
Central.....	27	41	52	28	34	39
Southeast.....	26	44	57	26	32	39
West.....	28	44	55	26	33	40

Table 8.--Mean percentage of students enrolled in courses or participating in programs in selected subjects, by grade, and by enrollment size and metropolitan status: 50 States and D.C., 1986-87 (Data weighted to reflect district enrollment at appropriate grades)

Subject and grade	Mean percentage of students enrolled or participating in programs						
	All districts	Enrollment size			Metropolitan status		
		Less than 2,500	2,500 to 9,999	10,000 or more	Urban	Suburban	Rural
Music (general)							
Grades 7-8	48	54	51	42	54	42	52
Grades 9-10	12	14	14	10	13	8	17
Grades 11-12	9	11	11	8	9	7	13
Instrumental music							
Grades 7-8	23	29	22	20	21	23	24
Grades 9-10	16	20	15	14	13	15	18
Grades 11-12	14	18	14	13	11	14	16
Choral music							
Grades 7-8	23	31	23	18	17	22	26
Grades 9-10	13	16	13	12	9	12	15
Grades 11-12	12	14	11	11	8	12	13
Visual arts							
Grades 7-8	53	61	53	49	58	52	51
Grades 9-10	21	18	19	22	22	22	17
Grades 11-12	16	15	15	18	15	19	13
Other arts							
Grades 7-8	14	17	13	13	14	14	13
Grades 9-10	12	12	12	13	12	12	12
Grades 11-12	13	12	11	13	12	13	12
Foreign language							
Grades 7-8	21	16	23	22	24	24	16
Grades 9-10	30	27	31	31	27	36	25
Grades 11-12	23	21	25	23	19	27	20

Note.--Data in this table have been weighted to reflect the estimated total number of students at the applicable grades. This was done by multiplying the district weight by an estimate of the total enrollment at the applicable grades. The estimation assumed equal distribution of enrollment throughout the grades covered by the district.

Table 9.--Mean percentage of students enrolled in courses or participating in programs in selected subjects, by grade, and by geographic region: 50 States and D.C., 1986-87 (Data weighted to reflect district enrollment at the appropriate grades)

Subject and grade	Mean percentage of students enrolled or participating				
		Geographic region			
	All districts	North-east	Central	South-east	West
Music (general)					
Grades 7-8	48	81	51	45	21
Grades 9-10	12	21	13	9	7
Grades 11-12	9	15	11	7	5
Instrumental music					
Grades 7-8	23	22	27	17	23
Grades 9-10	16	14	21	13	14
Grades 11-12	14	12	19	12	12
Choral music					
Grades 7-8	23	27	30	16	16
Grades 9-10	13	13	19	9	9
Grades 11-12	12	11	17	9	7
Visual arts					
Grades 7-8	53	79	59	42	35
Grades 9-10	21	28	24	14	16
Grades 11-12	16	18	21	13	14
Other arts					
Grades 7-8	14	12	17	9	15
Grades 9-10	12	10	15	10	13
Grades 11-12	13	12	16	10	11
Foreign language					
Grades 7-8	21	49	20	9	11
Grades 9-10	30	47	29	25	23
Grades 11-12	23	32	22	20	20

Note.--Date in this table have been weighted to reflect the estimated total number of students at the applicable grades. This was done by multiplying the district weight by an estimate of the total enrollment at the applicable grades. The estimation assumed equal distribution of enrollment throughout the grades covered by the district.

Table 10.--Percentage of elementary schools in districts served full-time, part-time, and not served by visual arts and music specialists, by district characteristics: 50 States and D.C., 1986-87 (Data weighted to reflect total elementary schools in district)

District characteristic	Visual arts specialist			Music specialist		
	Served full-time	Served part-time	Not served	Served full-time	Served part-time	Not served
All districts	26	32	42	45	39	16
Enrollment size						
Less than 2,500	22	29	49	43	36	21
2,500 to 9,999	29	37	34	42	44	15
10,000 or more	28	30	42	51	37	12
Metropolitan status						
Urban	32	35	33	39	48	13
Suburban	32	28	40	57	32	11
Rural	19	34	47	37	41	22
Geographic region						
Northeast	50	35	15	60	37	3
Central	26	30	44	46	35	19
Southeast	16	39	44	39	41	20
West	16	26	58	37	42	21

Note.--Data in this table have been weighted to reflect the total number of elementary schools. This was done by multiplying the district weight by the total number of elementary schools. Percentages may not total to 100 because of rounding.

Table 11.--Percentage of districts indicating they have a surplus, balance, or shortage of teachers in visual arts and music, by district characteristics: 50 States and D.C., 1986-87

District characteristic	Percentage of districts with surplus, balance, or shortage of teachers					
	Visual arts			Music		
	Surplus	Balance	Shortage	Surplus	Balance	Shortage
All districts	15	64	21	16	66	18
Enrollment size						
Less than 2,500	13	64	22	15	67	18
2,500 to 9,999	19	65	16	20	67	13
10,000 or more	24	55	21	18	58	24
Metropolitan status						
Urban	18	65	17	21	64	15
Suburban	21	65	14	21	65	14
Rural	12	64	24	14	67	19
Geographic region						
Northeast	14	75	11	16	70	15
Central	15	63	22	19	68	13
Southeast	18	50	32	19	62	18
West	15	65	20	11	62	27

Note.--Percentages may not add to 100 because of rounding.

Table 12.--Percentage of districts indicating they have a surplus, balance, or shortage of teachers in other arts and foreign languages, by district characteristics: 50 States and D.C., 1986-87

District characteristic	Percentage of districts with surplus, balance, or shortage of teachers					
	Other arts (dance, drama, creative writing)			Foreign languages		
	Surplus	Balance	Shortage	Surplus	Balance	Shortage
All districts.....	10	67	23	6	54	40
Enrollment size						
Less than 2,500.....	8	67	24	5	54	42
2,500 to 9,999.....	11	71	18	9	57	34
10,000 or more.....	16	53	32	11	48	40
Metropolitan status						
Urban.....	13	60	27	9	58	34
Suburban.....	13	70	17	11	59	30
Rural.....	8	66	26	4	52	45
Geographic region						
Northeast.....	11	72	17	9	50	41
Central.....	10	69	21	7	57	36
Southeast.....	9	62	30	4	42	54
West.....	8	64	28	3	59	37

Note.--Percentages may not add to 100 because of rounding.

Table 13.--Percentage of districts indicating they have a surplus, balance, or shortage of teachers in social studies and English, by district characteristics: 50 States and D.C., 1986-87

District characteristic	Percentage of districts with surplus, balance, or shortage of teachers					
	Social studies			English		
	Surplus	Balance	Shortage	Surplus	Balance	Shortage
All districts	40	57	2	21	69	9
Enrollment size						
Less than 2,500	38	61	2	20	71	10
2,500 to 9,999	49	50	1	27	67	7
10,000 or more	43	48	9	23	58	20
Metropolitan status						
Urban	48	50	2	28	65	8
Suburban	40	57	2	23	69	8
Rural	40	58	2	20	69	10
Geographic region						
Northeast	30	68	2	24	70	6
Central	42	55	3	18	71	11
Southeast	53	46	1	23	73	4
West	40	59	1	23	64	13

Note.--Percentages may not add to 100 because of rounding.

Table 14.--Percentage of districts requiring additional history courses for social studies teachers teaching history, percentage with State or district special certification for history, and mean percentage of teachers teaching only history courses, by district characteristics: 50 States and D.C., 1986-1987

District characteristic	Percentage of districts:		Mean percentage of teachers teaching only history
	Requiring additional history courses for social studies teachers teaching history	With special certification for history	
All districts	41	46	36
Enrollment size			
Less than 2,500	41	47	31
2,500 to 9,999	41	40	49
10,000 or more	37	51	47
Metropolitan status			
Urban	33	43	54
Suburban	35	39	40
Rural	44	49	33
Geographic region			
Northeast	20	19	44
Central	42	51	33
Southeast	42	46	42
West	54	59	31

Table 15.--Standard errors for key statistics

Item	Total	Enrollment size			Geographic region			
		Small	Medium	Large	Northeast	Central	Southeast	West
Change in last 5 years in:								
Percentage of budget allotted to arts education, increased	2.36	3.26	3.97	6.53	5.07	4.20	5.18	4.37
Percentage of time allotted to arts education in elementary level, stayed about the same	2.24	2.72	3.46	6.80	3.00	3.74	9.03	4.34
Number of arts courses offered, decreased	1.68	2.08	2.15	4.98	2.45	3.31	2.75	3.24
Enrollment in arts courses, increased	2.31	3.06	4.33	6.05	5.01	3.78	3.02	5.27
Mean number of credits:								
All social studies, 1981-82	.03	.04	.05	.06	.06	.06	.08	.07
All social studies, 1986-87	.03	.04	.05	.05	.07	.05	.07	.08
Percentage having credit requirement:								
Arts (visual arts, music, or other arts), 1981-82	1.66	2.06	3.09	6.52	4.63	3.14	2.21	4.51
Arts (visual arts, music, or other arts), 1986-87	2.15	2.58	4.25	6.92	5.47	3.44	3.13	4.95
Arts as an option, 1981-82	1.50	1.96	2.06	4.42	4.03	2.28	3.36	4.16
Arts as an option, 1986-87	2.27	2.98	2.55	5.24	5.57	2.56	7.73	4.67
Mean minutes per week:								
Visual arts 1-3	2.66	3.38	3.96	5.45	3.18	5.56	5.81	5.06
Music 4-6	2.76	3.66	3.95	5.60	4.09	4.19	5.49	5.53
Music 7-8	4.90	6.50	5.96	9.19	6.54	9.14	6.63	10.37
Other arts 1-3	2.39	2.93	3.15	4.93	3.17	4.23	6.03	3.32
Social studies 4-6	2.83	3.29	4.66	8.00	4.61	5.74	6.80	6.51
Language arts 7-8	5.79	7.73	9.12	15.87	12.49	8.81	14.00	13.78
Total time 1-3	11.81	15.68	13.24	52.78	19.89	16.55	28.28	28.90
Percentage of social studies time devoted to history 1-3	.99	1.24	1.67	2.79	1.99	1.42	2.14	1.89
Percentage of language arts time devoted to literature 7-8	.98	1.27	1.37	2.15	2.06	1.44	2.14	1.80

Table 15.--Standard errors for key statistics (continued)

Item	Total	Enrollment size			Geographic region			
		Small	Medium	Large	Northeast	Central	Southeast	West
Mean percentage of students enrolled:								
Music 7-8	3.15	3.27	2.60	5.82	3.29	8.20	6.78	1.58
Instrumental music 9-10	.65	.93	.69	1.16	.89	.94	.83	.94
Choral music 11-12	.71	.95	.72	1.41	.93	1.13	.93	.73
Visual arts 7-8	2.27	2.56	2.90	3.95	2.87	4.83	6.70	2.37
Other arts 9-10	1.45	1.45	1.13	2.80	1.62	3.97	1.68	.66
Foreign language 11-12	.72	1.16	1.04	1.25	1.19	1.13	8.73	1.43
Mean percentage of schools served:								
Visual arts specialist, served full-time	1.98	2.26	3.45	3.96	4.68	4.45	2.20	2.87
Visual arts specialist, not served	2.21	4.70	3.58	5.24	3.97	6.85	5.85	3.77
Music specialist, served full-time	3.01	3.95	3.97	7.10	4.23	6.96	4.70	3.85
Music specialist, not served	2.87	6.86	2.99	3.44	.96	7.68	3.69	3.42
Percentage of districts with teacher:								
Shortage, visual arts	2.26	3.08	2.54	5.97	3.60	3.75	7.03	4.32
Surplus, music	1.58	1.76	3.16	4.46	3.04	2.62	4.84	2.77
Balance, other arts	2.93	4.04	3.23	5.85	5.34	4.56	6.68	4.82
Shortage, foreign language	1.93	2.45	3.69	7.12	5.07	3.92	8.29	5.58
Surplus, social studies	2.77	3.61	3.82	5.22	4.79	4.18	6.43	5.14
Balance, English	2.53	3.29	3.98	6.75	4.55	3.51	5.31	5.10
Percentage of districts with:								
Additional history courses for history teachers	2.42	3.47	4.23	5.17	4.32	4.06	4.09	5.15
Special certification for history teachers	1.91	2.56	3.26	6.10	4.59	3.79	6.38	4.12
Mean percentage of history teachers who teach only history	1.58	2.04	2.43	3.43	4.13	2.95	2.87	3.92

FAST RESPONSE SURVEY SYSTEM

CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208-1628

Form approved
OMB No. 1850-0606
App. Exp. 12/87

ARTS AND HUMANITIES SURVEY

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

The definition of "Arts" used in this survey refers to the visual arts (drawing, painting, sculpture, photography, crafts, and film); music (choral, instrumental, and general); and other arts (dance, drama, and creative writing).

If exact data are not available, please give your best estimate. Enter NA if your district does not have schools at the level of instruction referred to in a specific question. Unless otherwise directed, answer questions for the 1986-87 school year.

I. A. Please enter the number of schools within your district at each level: _____ elementary; _____ middle-junior high; _____ senior high; _____ combined.

B. Please enter the number of students enrolled in your district at each level: _____ elementary; _____ middle-junior high; _____ senior high; _____ combined.

II. For each subject listed, please check if your district has the following policies/characteristics at the elementary level (E), the middle or junior high level (M-J), or the senior high level (S).

District policies/characteristics	Visual arts			Music			Other arts		
	E	M-J	S	E	M-J	S	E	M-J	S
A. Curriculum guides that specify instructional goals in terms of student outcome have been adopted	___	___	___	___	___	___	___	___	___
B. District-wide competency tests are required for promotion to the next school grade	___	___	___	___	___	___	___	___	___
C. A list of recommended or required textbooks has been developed by district	___	___	___	___	___	___	___	___	___
D. A curriculum coordinator or the equivalent directs the program	___	___	___	___	___	___	___	___	___

III. In your district, in the last 5 years, has each of the following factors (A-D) increased, stayed about the same, or decreased?

A. The percent of the budget allotted to arts instruction/programs has: ¦__¦ Increased; ¦__¦ Stayed about the same; ¦__¦ Decreased.
B. The time allotted to arts instruction at the elementary level has: ¦__¦ Increased; ¦__¦ Stayed about the same; ¦__¦ Decreased.
C. The number of arts courses offered at the senior high level has: ¦__¦ Increased; ¦__¦ Stayed about the same; ¦__¦ Decreased.
D. Enrollment in arts courses at the senior high level has: ¦__¦ Increased; ¦__¦ Stayed about the same; ¦__¦ Decreased.

IV. A. Please enter the approximate number of minutes per week devoted to instruction in each subject for the majority of students in your district at the grades indicated. Enter "0" if the subject is not taught at the levels indicated. If a subject is taught for half of the year or only in some of the grades, please average.

	Grades 1-3	Grades 4-6	Grades 7-8
1. Visual arts	____	____	____
2. Music	____	____	____
3. Other arts	____	____	____
4. All social studies	____	____	____
5. Language arts/reading	____	____	____
6. Total instruction time (exclude lunch and recess)	____	____	____

B. What percent of the time usually allotted to:

1. Social studies is spent on history? Grades 1-3 _____%; Grades 4-6 _____%; Grades 7-8 _____%.
2. Language arts/reading is spent on literature? Grades 1-3 _____%; Grades 4-6 _____%; Grades 7-8 _____%.

V. In your district what is the average percent of the students enrolled in courses or participating in programs at each grade level in the subjects specified?

	Grades 7-8	Grades 9-10	Grades 11-12
A. Music (general)	_____%	_____%	_____%
B. Instrumental music	_____%	_____%	_____%
C. Choral music	_____%	_____%	_____%
D. Visual arts	_____%	_____%	_____%
E. Other arts	_____%	_____%	_____%
F. Foreign language	_____%	_____%	_____%

VI. Please enter the number of credits (or fraction of a credit e.g., 1/2) required of seniors graduating from high school in 1982 and 1987 in the following subjects. A credit denotes at least 200 class minutes per week for 36 weeks. Enter "0" if no credits were/are required in a given subject.

Subject	Credit requirement 1982	Credit requirement 1987
A. All social studies	____	____
1. U.S. history	____	____
2. Western civilization/European history	____	____
3. World history	____	____
4. American government/civics	____	____
5. Other history	____	____
B. Arts (visual arts, music or other arts)	____	____
C. Arts as an option within a specified group of subjects that fulfill a requirement (e.g., arts or foreign language or computer science)	____	____

To which grade spans do these requirements apply? ¦__¦ 9 -12; ¦__¦ 10-12; ¦__¦ Other _____

VII. What percent of elementary schools in your district are:

A. Served full-time by a visual arts specialist _____%; Served part-time _____%; Not served _____%?
B. Served full-time by a music specialist _____%; Served part-time _____%; Not served _____%?

VIII. At the middle-junior and senior high levels, please indicate whether in your judgement you have had a surplus (+), a shortage (-), or a balance (0) between the supply and demand for teachers in the subjects listed in 1986-87.

A. Visual arts _____
B. Music _____
C. Other arts _____
D. Social studies _____
E. Foreign language _____
F. English _____

IX. A. At the senior high level, are history teachers required to have taken more history courses than other social studies teachers? ¦__¦ Yes; ¦__¦ No.

B. Does your district/State have a special certification for history as distinct from social studies? ¦__¦ Yes; ¦__¦ No.

C. At the senior high level, what percent of those teaching history teach only history courses? _____%

Person completing this form: _____ Phone ( ) _____ Title _____

District: _____ State: _____

CES 2379-27, 5/87

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